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# Jom Main! (Let's Play!): Promoting The Values Of Malaysia Traditional Children's Games Through The Media

## ABSTRACT

Malaysia is a nation rich in culture and heritage because of its multi-racial society that consists of different ethnic groups. Part of this rich cultural heritage are the various traditional children's games that have existed for a long time, such as *Congkak* (filling the wooden board), *Batu Seremban* (tossing the stones), *Sepak Takraw* (kicking the rattan ball), *Gasing* (spinning top), *Wau* (kite flying) and many more. However, with the development of digital technologies and the impact of globalization, traditional children's games that were once very popular in our society are now slowing fading away. This campaign is carried out using social media, with the aim to explore the values of Malaysian traditional children's games and to reintroduce these games to children and the general public. The project consisted of a traditional children's games workshop and an online campaign using Facebook, which targeted a larger audience. The findings of this project revealed that traditional children's games are beneficial to a child's growth and development, cultural values and teaching practices. Therefore, it is important for the present generation to preserve, promote and relive Malaysian traditional children's games and to pass them on to the next generation.

## KEY WORDS

Traditional children's games. Cultural preservation. Heritage. Child's growth and development. Education. Facebook. Social media. Campaigns.

# 1. Introduction

In Malaysia, a „child“ refers to someone who is below eighteen years old.<sup>1</sup> Being one of the members of the United Nations, Malaysia has officially agreed to follow the United Nations Convention on the Rights of the Child (CRC) in 1995,<sup>2</sup> to protect and care for the welfare of its children. One of these is the right to play. According to the Convention, „*children have the right to rest and leisure, to engage in sport and play in recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.*“<sup>3</sup>

In the past few decades, with the modernization process and the rapid development of electronic gadgets, children's toys and games have gone through a drastic change, from what we call traditional children's games to modern toys and games. With the mass media promoting and exposing us to electronic games and toys that are commercially produced in the market, more and more gadgets, such as handheld game consoles, computers and mobile phones have entered our children's daily lives. If we look at the children of today, one major difference between their childhoods and the previous generation is the lack of engagement with traditional children's games. Examples of traditional games include *Congkak* (filling the wooden board), *Batu Seremban* (tossing the stones), *Sepak Takraw* (kicking the rattan ball), *Gasing* (spinning top), *Wau* (kite flying) and many more. The older generation used to play a variety of simple yet fun indoor and outdoor games and activities, while modern children spend most of their time on screen-based activities, such as looking at iPads, playing with smartphones and computer games. Most children, especially those who live in urban cities, have replaced traditional toys and games with modern toys and games, such as remote-control toys, video game consoles, computer and mobile games.

With digital products, undeniably our children have become more technology savvy. However, what is worrying is the negative impact brought by modern games and electronic gadgets, such as addiction to internet and video games, isolation and sedentary lifestyles. According to the National Health and Morbidity Survey 2017 released by the Institute for Public Health, National Institutes of Health, Ministry of Health Malaysia, 86% or every 6 out of 7 children between the ages of 13 to 17 in the country were active internet users.<sup>4</sup> The survey also found that 29% or every 2 out of 7 children from the same age group were addicted to the internet.

The Internet Users Survey 2017 conducted by the Malaysian Communications and Multimedia Commission (MCMC), also revealed that in Malaysia, more than 80% of children between 5 to 17 years old are internet users.<sup>5</sup> According to the report, 93% of the children in the survey accessed the internet from smartphones and their main online activities were „text communication, social networking, getting information and watching videos“.

Apart from that, as reported by The Star Online,<sup>6</sup> findings indicated that about 9% of secondary school students in Malaysia spent more than 10-hours a week gaming online and 63% played games on their smartphones. Failing to address these issues may eventually lead to children being exposed to inappropriate content and activities, such as pornography, violence,

<sup>1</sup> ACT 611, CHILD ACT 2001, from 1st March 2018. [online]. [2018-11-05]. Available at: <<http://www.agc.gov.my/agcportal/uploads/files/Publications/LOM/EN/Act%20611%20-%2027%202%202018.pdf>>.

<sup>2</sup> ATTORNEY GENERAL'S CHAMBERS OF MALAYSIA. Human Rights. [online]. [2018-11-05]. Available at: <[http://www.agc.gov.my/agcportal/index.php?r=portal2/left&menu\\_id=L2YvK3oycE5FSlg1NGNmTGFJdINldzO9](http://www.agc.gov.my/agcportal/index.php?r=portal2/left&menu_id=L2YvK3oycE5FSlg1NGNmTGFJdINldzO9)>.

<sup>3</sup> Convention on the Rights of the Child text, from 2nd September 1990. [online]. [2018-11-05]. Available at: <<https://www.unicef.org/child-rights-convention/convention-text>>.

<sup>4</sup> OTHMAN, F., ZAKI, A., AHMAD, M. H.: National Health and Morbidity Survey (NHMS) 2017: Key Findings from the Adolescent Health and Nutrition Surveys. [online]. [2018-11-06]. Available at: <<https://www.researchgate.net/publication/331033418>>.

<sup>5</sup> Internet Users Survey 2017 Statistical Brief Number Twenty-One. [online]. [2018-11-07]. Available at: <<https://www.mcmc.gov.my/skmmgovmy/media/General/pdf/MCMC-Internet-Users-Survey-2017.pdf>>.

<sup>6</sup> THE STAR.: Internet Abuse Growing Rampant Among Youths. [online]. [2018-11-07]. Available at: <<http://www.thestar.com.my/news/education/2018/08/19/internet-abuse-growing-rampant-among-youths/>>.

cyberbullying, communicating with strangers and online scams. To help counteract these negative consequences, re-introducing traditional children's games may be seen as a viable alternative.

Children love to play and they spend most of their time playing. Therefore, it is important to fill children's play time with the right toys and games. In Europe and Western countries, studies have shown that while technology has changed the way our children live, the inactivity figures in children have also become higher.<sup>7</sup> Another study also revealed that kids who spend more than two hours daily watching television, mobile phone, tablet or computer screen, failed to meet guidelines on sleep, exercise and screen time.<sup>8</sup>

The World Health Organisation (WHO) for the first time, in the 11th edition of its International Classification of Diseases, has announced „gaming disorder“ as a new mental health problem.<sup>9</sup> The organisation believes that gaming disorder will lead „to significant distress and impairment in personal, family, social, educational or occupational functioning. The impact may include disturbed sleep patterns, diet problems, and a deficiency in physical activity.“<sup>10</sup> Additionally, the Lancet Child & Adolescent Health report also found that, „too little sleep and excess screen time were clearly linked to a drop off in cognitive skills, such as language ability, memory, and task completion.“<sup>11</sup>

Based on recommendations by the WHO, children and teenagers from 5 to 17 years old should have at least 60 minutes of physical activity every day. The organization has suggested that the longer the physical activity time the merrier, and that physical activity should be aerobic, „includes play, games, sports, transportation, chores, recreation, physical education, or planned exercise, in the context of family, school, and community activities.“<sup>12</sup>

Considering all of the above, this project aims to explore the values of traditional children's games, in particular their benefits to the physical, intellectual, emotional and social growth of a child. On top of that, this project also seeks to examine the educational impact of traditional children's games in teaching and learning; as well as the importance of traditional children's games in Malaysian cultural preservation.

This project is carried out using a campaign to promote the values and benefits of playing traditional children's games as well as exploring the ways to pass on the knowledge of traditional children's games to the present and younger generation. The campaign consists of a Malaysian traditional children's games workshop, specially designed for a group of children to share the knowledge of Malaysian traditional children's games. Additionally, an online campaign is also carried out on the social media platform Facebook, to create public awareness with regards to Malaysian traditional children's games.

<sup>7</sup> ZOLLINGER-READ, P.: *How Technology and Inactive Lifestyles are Changing Our Children*. [online]. [2018-11-06]. Available at: <<https://www.theguardian.com/sustainable-business/technology-inactive-lifestyle-changing-children>>.

<sup>8</sup> THE STAR. *Too Much Screen Time, Too Little Horseplay for Kids: Study*. [online]. [2018-11-06]. Available at: <<https://www.thestar.com.my/tech/tech-news/2018/09/28/too-much-screen-time-too-little-horseplay-for-kids-study/>>.

<sup>9</sup> WHO. *Gaming Disorder*. [online]. [2018-11-07]. Available at: <<http://www.who.int/features/qa/gaming-disorder/en/>>.

<sup>10</sup> SCUTTI, S.: *WHO Classifies 'Gaming Disorder' as Mental Health Condition*. [online]. [2018-11-07]. Available at: <<https://edition.cnn.com/2018/06/18/health/video-game-disorder-who/index.html>>.

<sup>11</sup> THE STAR. *Too Much Screen Time, Too Little Horseplay for Kids: Study*. [online]. [2018-11-06]. Available at: <<https://www.thestar.com.my/tech/tech-news/2018/09/28/too-much-screen-time-too-little-horseplay-for-kids-study/>>.

<sup>12</sup> WORLD HEALTH ORGANIZATION. *Global Recommendations on Physical Activity for Health 5 - 17 Years Old*. [online]. [2018-11-08]. Available at: <<http://www.who.int/dietphysicalactivity/publications/physical-activity-recommendations-5-17years.pdf?ua=1>>.

## 1.1 Research Objectives and Research Questions

The main objective of this project is to reintroduce Malaysian traditional children's games to the public, especially children, parents and educators so that they can have a better understanding about Malaysian traditional children's games and their values.

Research objectives (RO) and research questions (RQ) are outlined below:

*RO 1: To educate children about traditional children's games so that this unique heritage can be passed on to the younger generation.*

*RQ 1: To what extent do Malaysian children know about Malaysian traditional children's games? (Have they ever heard about and played any Malaysian traditional children's games before?)*

*RO 2: To highlight the significance of traditional children's games in reference to cultural preservation, children's growth and development, as well as education.*

*RQ 2: What are the significance of Malaysian traditional children's games with regard to cultural preservation, children's growth and development, and teaching practices?*

## 1.2 Significance of the Research

This project will contribute to the benefit of society in many aspects. First, it aims to provide useful information on the values and benefits of playing Malaysian traditional children's games. Second, children will be exposed to Malaysian traditional children's games and learn about the evolution and development of toys and games through a games workshop. With this, the unique heritage of Malaysian traditional children's games can be passed on to the next generation. Thirdly, this project may help raise public awareness through social media platforms, in which more people can engage in recollecting and sharing the benefits of playing Malaysian traditional children's games. Last but not least, this project aims to encourage more people to treasure and preserve Malaysian traditional children's games. Ideas will be shared with the general public, especially parents and educators, on how to incorporate traditional children's games in both their teaching and learning to support and safeguard traditional children's games in Malaysia.

## 2. Literature review

### 2.1 Cultural Values of Malaysian Traditional Children's Games

In „Culture is Ordinary“, Raymond Williams argues, „*Culture is ordinary, in every society and in every mind.*“<sup>13</sup> As defined by Barker, „*culture is the arts and values, norms and symbolic goods of everyday life.*“<sup>14</sup> A children's game, as stated in Encyclopaedia Britannica, „*is any of the amusements and pastimes of children that may involve spontaneous, unstructured activity, based mostly on fantasy and imagination, or organized games with set rules.*“<sup>15</sup> Therefore, a traditional children's game is any game that is passed from the previous generation to the next generation in a society, and is engaged in by children during their free time.<sup>16</sup>

<sup>13</sup> BARKER, C.: *Cultural Studies: Theory and Practice (4th Edition)*. London, United Kingdom : SAGE Publications Ltd, 2012, p. 42.

<sup>14</sup> Ibid.

<sup>15</sup> THE EDITORS OF ENCYCLOPAEDIA BRITANNICA. *Children's Game*. [online]. [2018-11-10]. Available at: <<https://www.britannica.com/topic/childrens-game>>.

<sup>16</sup> SALMA, H.: *Traditional Children's Games of the 90's and Children's Games Today in Malaysia*. [online]. [2018-11-10]. Available at: <[https://www.academia.edu/9060190/Traditional\\_Children\\_s\\_Games\\_of\\_the\\_90\\_s\\_and\\_Children\\_s\\_Games\\_Today\\_in\\_Malaysia\\_2013\\_](https://www.academia.edu/9060190/Traditional_Children_s_Games_of_the_90_s_and_Children_s_Games_Today_in_Malaysia_2013_)>.

The National Department for Culture and Arts under supervision of the Ministry of Tourism and Culture Malaysia has listed Sepak Takraw, Congkak, Batu Seremban, Gasing, Wau, Gajah Panjang (long elephant), Guli (marbles) and Sepak Bulu Ayam (kicking the feathers), as traditional games of Malaysia.<sup>17</sup> Apart from that, Silat (Malay martial arts), Wayang Kulit (puppet-shadow play) and Sepak Manggis (traditional Bajau game similar to Sepak Takraw) are also some of the traditional games of Malaysia, as listed by the Ministry of Tourism, Arts and Culture.<sup>18</sup>

Apart from the above-mentioned games, other activities played by children in the past also included outdoor games, such as *Lompat Getah*, Sorok-sorok, Ketingting, Ibu Ayam, *Ceper* (bottle caps), *Baling Selipar* (throwing slipper), *Tarik Upeh*, *Konda-Kondi*, *Chup Tiang* and *Pepsi Cola*. While some of the indoor games that are popular among children, include hand games like *Rock, Paper, Scissors*, *Lat Tali Lat*, *Break Finger Game*; card games like *Donkey*, *Happy Family*, *Old Maid* and *Snap*; and classroom games like *Conquer*, *Hangman*, and *Eraser Game*.

Historical evidence shows that traditional children's games are not just games, they also relate to social values, beliefs, religions and customs. They are part of our history, culture and traditions. With traditional games, we can better understand our roots, sense of identity and belonging within a group. For example, *Sepak Takraw*, *Wau*, *Gasing* and *Congkak* are traditional games popular in the Malay community. They were brought to Malaysia about 500 years ago by foreign traders travelling to the Malacca Kingdom.<sup>19</sup>



**PICTURE 1:** Congkak is a Malay traditional game often played as an indoor activity or as a competition

Source: SUNWAY CITY. Congkak: One of the Malaysians Traditional Games. [online]. [2019-09-19]. Available at: <<https://www.sunway.city/jommalaysia-carnival/congak/>>.

<sup>17</sup> JKKN. *Traditional Games*. [online]. [2018-11-10]. Available at: <<http://www.jkkn.gov.my/en/traditional-games>>.

<sup>18</sup> TOURISM MALAYSIA. *Games and Pastimes*. [online]. [2018-11-10]. Available at: <<http://www.malaysia.travel/en/my/about-malaysia/culture-n-heritage/games-and-pastimes>>.

<sup>19</sup> See also: AVINESHWARAN, T.: *The Legacy of Sepak Takraw*. [online]. [2018-11-11]. Available at: <<https://www.thestar.com.my/lifestyle/archive/2013/03/08/the-legacy-of-sepak-takraw/>>., MANAN, S. A., RAMLI, Z., HAMZAH, A. H.: *Wau Bulan Kelantan: Keindahan Permainan Tradisi Rakyat*. Kelantan : Perbadanan Muzium Negeri Kelantan, 2015. [online]. [2018-11-11]. Available at: <<https://www.researchgate.net/publication/305258782>>.; HO, S.: *Gasing*. [online]. [2018-11-11]. Available at: <[http://eresources.nlb.gov.sg/infopedia/articles/SIP\\_401\\_2004-12-09.html](http://eresources.nlb.gov.sg/infopedia/articles/SIP_401_2004-12-09.html)>.; SINGAPORE KITE ASSOCIATION. *SKA History*. [online]. [2018-11-11]. Available at: <<http://singaporekites.blogspot.com/p/ska-history.html>>., TAN, B.: *Congkak*. [online]. [2018-11-11]. Available at: <[http://eresources.nlb.gov.sg/infopedia/articles/SIP\\_1733\\_2010-11-26.html](http://eresources.nlb.gov.sg/infopedia/articles/SIP_1733_2010-11-26.html)>.



**PICTURE 2:** *Gasing was introduced to Malaysia by traders about 500 years ago*

Source: SIESTA. Gasing, Permainan Tradisional yang Eksis Sejak Zaman Penjajahan. [online]. [2019-09-19]. Available at: <<https://sporttourism.id/siesta/belum-diketahui-sejak-kapan-gasing-dimainkan-di-indonesia>>.

Some people also see traditional children's games as other means of transmitting traditional information and the ancient wisdom of agour ancestors. For example, the design of *Wau* demonstrates the highest possible level of aesthetics as it combines the creativity of the Malays, their skilled workmanship, beautiful colours and patterns.<sup>20</sup>



**PICTURE 3:** *Wau-making requires tremendous skill and patience*

Source: TOURISM MALAYSIA. Pesta Wau Antarabangsa Kelantan. [online]. [2019-09-19]. Available at: <<http://www.malaysia.travel/en/in/events/2014/5/pesta-wau-antarabangsa-kelantan>>.

<sup>20</sup> FARAH. *Wau Bulan is A Symbol of The Unique Heritage and Traditions Era Ages (The Art of Wau Bulan)*. Released on 3<sup>rd</sup> September 2009. [online]. [2018-11-12]. Available at: <<http://the-art-of-wau-bulan.blogspot.com/2009/09/wau-bulan-is-symbol-of-unique-heritage.html>>.

Samovar, Porter and McDaniel also further defined traditional children's games as „cultural symbols, which enable a culture to preserve what it deems important and worthy of transmission.“<sup>21</sup> For example, the Central Bank of Malaysia, Bank Negara Malaysia (BNM) featured the *Wau Bulan* (Moon Kite), *Congkak* and *Gasing* design on its 1989 series of coins. *Wau Bulan* is also used for the design on the new RM1 banknote.<sup>22</sup> The national carrier of Malaysia, *Malaysia Airlines* (MAS) also uses *Wau Kucing* (Cat Kite) in its logo design.<sup>23</sup> Apart from being a part of the country's national symbols, traditional games are considered as an integration tool that unites people in the country.<sup>24</sup> The government uses traditional games to promote intercultural dialogue and peace, fosters unity and relationship within communities and societies.

Since the culture of a society is dynamic and subject to change with creativity and social reproduction, Graburn has suggested that culture should become tradition, with the effort „continued to be handed on, thought about, preserved and not lost.“<sup>25</sup> The United Nations Educational, Scientific and Cultural Organization (UNESCO) has recognized Traditional Sports and Games (TSG) as intangible cultural heritage that need to be promoted and safeguarded for a few reasons, such as they are „an efficient and effective means to convey values of solidarity, diversity, fair-play, inclusion, and cultural awareness; they contribute to logical thinking, mathematical and civic education, they reflect cultural diversity, and foster mutual understanding and tolerance among communities and nations.“<sup>26,27</sup>

Traditional children's games are valuable assets. It is important for us to learn, to share and to transmit. The Heritage Cycle developed by Simon Thurley suggests how we can turn the past to be part of our future, which is by „understanding it, value it, caring it and enjoy it.“<sup>28</sup> In other words, it is important to get people enjoy traditional children's games, because when people enjoy them, they want to learn and understand more about them, and so the circle goes on.

## 2.2 Traditional Children's Games Contribute to Child's Growth and Development

With the creation of modern digital products, undeniably our children have become more technology savvy, however these kinds of games and toys also bring adverse effects, such as addiction to internet and video games, more isolation, passive behaviours, victory-oriented, and in most cases, inactive. On the contrary, unlike many modern games which are usually sedentary, most traditional games promote healthy physical activities that involve a lot of body movement, such as jumping, running, hopping, leaping, walking, bending, stretching and

<sup>21</sup> SAMOVAR, L. A., PORTER, R. E., MCDANIEL, E. R.: *Communication Between Cultures* (8th edition). Belmont, CA : Wadsworth, Cengage Learning, 2012, p. 51.

<sup>22</sup> BANK NEGARA MALAYSIA. *RM1 Polymer Banknote: Traditional Sport*. [online]. [2018-11-12]. Available at: <[http://www.bnm.gov.my/microsites/2011/banknotes/06\\_RM1.htm](http://www.bnm.gov.my/microsites/2011/banknotes/06_RM1.htm)>.

<sup>23</sup> MALAYSIA AIRLINES. *Did you know that our logo was inspired by a traditional Malaysian kite known as the 'Wau'? on Twitter*. [online]. [2018-11-12]. Available at: <<https://twitter.com/mas/status/978466673819873280?lang=en>>.

<sup>24</sup> NOR'AZMAN, N.: *Permainan Tradisional Pupuk Perpaduan Rakyat*. [online]. [2018-11-13]. Available at: <<http://www.jkkn.gov.my/ms/permainan-tradisional-pupuk-perpaduan-rakyat>>.

<sup>25</sup> GRABURN, N. H. H.: What is Tradition? In *Museum Anthropology*, 2000, Vol. 24, No. 2/3, p. 6. [online]. [2018-11-13]. Available at: <<https://www.researchgate.net/publication/230505685>>.

<sup>26</sup> UNESCO. *Innovative Ways to Preserve and Share Knowledge About Traditional Games Explored in Beijing*. [online]. [2018-11-13]. Available at: <<https://en.unesco.org/news/innovative-ways-preserve-and-share-knowledge-about-traditional-games-explored-beijing>>.

<sup>27</sup> See also: UNESCO. *Traditional Sports and Games: A Challenge for the Future*. [online]. [2018-11-13]. Available at: <<http://www.unesco.org/new/en/social-and-human-sciences/themes/physical-education-and-sport/traditional-sports-and-games/>>.

<sup>28</sup> What is Cultural Heritage. [online]. [2018-11-13]. Available at: <[http://www.cultureindevelopment.nl/Cultural\\_Heritage/What\\_is\\_Cultural\\_Heritage](http://www.cultureindevelopment.nl/Cultural_Heritage/What_is_Cultural_Heritage)>.

swinging of arms. Studies have shown traditional games can play a significant role in children's growth and development, which help to improve the basic skills of children, such as physical health, thinking skills, interpersonal and social skills.<sup>29</sup>

On top of that, traditional gameplay can also help shape the character values of a child, such as religious values, nationalist, independent, *gotong royong* (mutual cooperation) and integrity.<sup>30</sup> Based on recommendations by the World Health Organization, children and teenagers from 5 to 17 years old should have at least 60 minutes of physical activity every day. The organization has suggested that the longer the physical activity time the merrier, and such physical activity should be aerobic, „includes play, games, sports, transportation, chores, recreation, physical education, or planned exercise, in the context of family, school, and community activities.“<sup>31</sup>

According to the WHO, physical activities can help in growing „healthy musculoskeletal tissues (i.e. bones, muscles and joints); healthy cardiovascular system (i.e. heart and lungs); neuromuscular awareness (i.e. coordination and movement control); facilitates maintenance of a healthy body weight; improving control over symptoms of anxiety and depression; and assisting in social development by providing opportunities for self-expression, building self-confidence, social interaction and integration.“<sup>32</sup> An example of such an activity would be Lompat Getah or rubber jump (rope jumping). It is listed as „an ideal brain exercise, bone builder, and one of the most efficient ways of improving cardiovascular fitness in as little as ten minutes“<sup>33</sup> by the Jump Rope Institute founded by US Olympian Buddy Lee. The institute also pointed out, „the American Heart Association endorses jump rope and uses it as a key fundraiser for heart research by encouraging millions of children to jump their way into cardiovascular health.“<sup>34</sup>

Educators also believe that *Ketingting* or hopscotch improves a player's motor and thinking skills. According to the Department for Education of South Australia, hopscotch helps develop children's motor skills such as balancing, hopping, and eye-hand coordination so that they can move around safely.<sup>35</sup> It also helps to develop children's creativity and reasoning as they need to recognise numbers and the way that they are ordered.

<sup>29</sup> See also: SAPUTRA, N. E., EKAWATI, Y. N.: Traditional Games in Improving Children's Basic Abilities. In *Jurnal Psikologi Jambi*, 2017, Vol. 2, No. 2, p. 49. [online]. [2018-11-14]. Available at: <<https://online-journal.unja.ac.id/jpj/article/view/4796>>; KHASANAH, I., PRASETYO, A., RAKHMAWATI, E.: Permainan Tradisional Sebagai Media Stimulasi Aspek Perkembangan Anak Usia Dini. In *Jurnal Penelitian PAUDIA*, 2011, Vol. 1, No. 1, p. 91. [online]. [2018-11-14]. Available at: <<http://journal.upgris.ac.id/index.php/paudia/article/view/261/230>>; ABDULLAH, B.: The Effects of Traditional Games on the Gross Motor Skills Development Level Among Early Schooling Children. [online]. [2018-11-14]. Available at: <[http://www.educ.upm.edu.my/dokumen/FKKDI1\\_Abstract\\_5-2011.pdf](http://www.educ.upm.edu.my/dokumen/FKKDI1_Abstract_5-2011.pdf)>; AKBARI, H., ABDOLI, B., SHAFIZADEH, M.: The Effect of Traditional Games in Fundamental Motor Skill Development in 7-9 Year-Old Boys. In *Iranian Journal of Pediatrics*, 2009, Vol. 19, No. 2, p. 124. [online]. [2018-11-14]. Available at: <<https://www.researchgate.net/publication/43559972>>.

<sup>30</sup> See also: SAPUTRA, N. E., EKAWATI, Y. N.: Traditional Games in Improving Children's Basic Abilities. In *Jurnal Psikologi Jambi*, 2017, Vol. 2, No. 2, p. 51. [online]. [2018-11-14]. Available at: <<https://online-journal.unja.ac.id/jpj/article/view/4796>>; ANDRIANI, T.: Permainan Tradisional Dalam Membentuk Karakter Anak Usia Dini. In *Jurnal Sosial Budaya*, 2012, Vol. 9, No. 1, p. 131. [online]. [2018-11-14]. Available at: <<http://ejournal.uin-suska.ac.id/index.php/SosialBudaya/article/view/376/358>>.

<sup>31</sup> WORLD HEALTH ORGANIZATION. *Global Recommendations on Physical Activity for Health 5 - 17 Years Old*. [online]. [2018-11-08]. Available at: <<http://www.who.int/dietphysicalactivity/publications/physical-activity-recommendations-5-17years.pdf?ua=1>>.

<sup>32</sup> WORLD HEALTH ORGANIZATION. *Global Recommendations on Physical Activity for Health 5 - 17 Years Old*. [online]. [2018.11.08]. Available at: <<http://www.who.int/dietphysicalactivity/publications/physical-activity-recommendations-5-17years.pdf?ua=1>>.

<sup>33</sup> DUTCH, D.: *Benefits of Rope Jumping*. [online]. [2018-11-15]. Available at: <<http://www.jumpropeinstitute.com/benefits.htm>>.

<sup>34</sup> Ibid.

<sup>35</sup> GOVERNMENT OF SOUTH AUSTRALIA, DEPARTMENT FOR EDUCATION. *A Game of Hopscotch*. [online]. [2018-11-15]. Available at: <<https://www.education.sa.gov.au/parenting-and-child-care/parenting/learning-your-child-greatstart/being-active/game-hopscotch>>.

Studies have shown that if we frequently use our brain, it stays healthy. Traditional games not only aid physical development, they also help to boost brain power as they „demand staying focused, being alert, thinking strategically, employing different tactics, placing oneself in the opponent’s shoes, quick and smart thinking, and memory power.“<sup>36</sup> For example, *Galah Panjang* or runner and tagger game involves a lot of running, and requires strategy and teamwork from the players. Playing *Sorok-sorok* or hide and seek also offers children many developmental benefits, such as fostering creativity, understanding volume, getting exercise, increasing balance, agility and coordination, teaching patience, building trust, raising safety awareness and overcoming a fear of the dark. The game also helps to develop the children’s senses, such as sight, touch, sound, smell and trains their observation powers, to stay focused and alert to movement. The players also need to employ strategic thinking and problem-solving skills, such as to lure the one who hides out of their place or to find new hiding places to avoid being discovered by the seeker.<sup>37</sup>

*Batu Seremban*, also known as *Selambut*, *Batu Serembat*, Five Stones or tossing the stones game, was popular among Malaysian children in the old days. It is believed that the game originated in Ancient Asia, during the Siege of Troy in 1184 BC.<sup>38</sup> *Batu Seremban* is good for eye sight and memory training, as well as building one’s concentration and aiming skills. When a player throws the stones into the air while using the same hand to grab the others, it helps to improve the player’s motor skills and develop hand eye coordination.



**PICTURE 4:** *Batu Seremban helps to improve hand, eye and brain coordination*

Source: GEGARIA. You Definitely Grew Up In Malaysia If You Played These 10 Games When You Were A Kid. [online]. [2019-09-19]. Available at: <<https://says.com/my/lifestyle/how-to-play-malaysian-traditional-games>>.

<sup>36</sup> SELVARAJ, P. J. S.: *How Traditional Childhood Games Boost Brain Power*. [online]. [2018-11-16]. Available at: <<https://www.parentcircle.com/article/how-traditional-childhood-games-boost-brain-power/>>.

<sup>37</sup> Ibid.

<sup>38</sup> TAN, B., WANG, D.: *Five Stones*. [online]. [2018-11-16]. Available at: <[http://eresources.nlb.gov.sg/infopedia/articles/SIP\\_194\\_2005-01-07.html](http://eresources.nlb.gov.sg/infopedia/articles/SIP_194_2005-01-07.html)>.

While modern games tend to focus on interactions between children and machines, most traditional games are group activities, which require a lot of interaction with people. When children are involved in a game, they pick up communication skills, learn about team spirit and emotional management. Take *Ibu Ayam* (eagle and chicks' game) as an example, children learn about team work and how to handle their emotions, such as disappointment and annoyance after a loss, excitement and enjoyment after a win. The game improves the relationship among the players and strengthens their social bonds.

Simple hand game like Rock, Paper, Scissors or what the locals refer to as *One, Two, Som* or *One, Two, Jus* and card games such as *Donkey, Happy Family, Old Maid and Snap*, also contribute to children's psychological and social development. It is suggested that hand games are games of psychology because they involve „*observation, mindfulness, manipulation, emotional intelligence, strategy, and skill*.“<sup>39</sup> Children also learn to problem-solve through these games as we also often see them using this to settle disputes. While traditional card games, such as *Happy Family*, offer educational benefits for children in counting, sorting, matching and pairing skills, early literacy, familiarity with different occupations, communication, language, social etiquette and following game rules.<sup>40</sup>

## 2.3 Traditional Children's Games in Teaching Practices

Traditional games can provide benefits for children who are sitting for a prolonged period playing modern games and improve children's skills on different aspects. The teaching Piramide Method framework which gives teachers concrete strategies for promoting child development and early education has highlighted „*the play and learning environment supports children in their play and stimulates their initiative learning and make their own decisions*.“<sup>41</sup> According to Roopnarine and Johnson, research has shown an association between high-level play skills and children's academic learning and children who do not have these skills „*must be specifically taught these skills in order to benefit from their play*.“<sup>42</sup>

Traditional children's games have been proven effective in teaching practices and can positively impact school-related tasks. Research has found that motivation and learning performance are inter-related. According to the study done by Trajkovik, Malinovski, Vasileva-Stojanovska and Vasileva, „*integration of traditional games in the elementary schools can provide increased learning outcomes, not just on test scores, but also in children's interest and engagement, as well as interaction with the teacher and classmates. .... Such GBL (Game-Based Learning) activities that increase students' motivation in class, can invoke critical thinking, boost information processing and collaborative activities, while creating experiential learning environments that increase the level of students' achievements*.“<sup>43</sup>

UNESCO has suggested schools and teachers putting „play“ back into formal classroom teaching and lesson planning or use it in co-curricular activities because „*traditional children's games are embedded with a rich repository of historical, environmental, social, scientific, mathematical, social, kinesthetic, visual and musical knowledge, values and skills, inherited*

<sup>39</sup> FABER, N.: *The Surprising Psychology of Rock-Paper-Scissors*. [online]. [2018-11-16]. Available at: <[www.psychologytoday.com/us/blog/the-blame-game/201504/the-surprising-psychology-rock-paper-scissors](http://www.psychologytoday.com/us/blog/the-blame-game/201504/the-surprising-psychology-rock-paper-scissors)>.

<sup>40</sup> WINTLE, S.: *Happy Families*. [online]. [2018-11-16]. Available at: <<http://www.wopc.co.uk/games/quartet>>.

<sup>41</sup> ROOPNARINE, J. L., JOHNSON, J. E.: *Approaches to Early Childhood Education (Sixth Edition)*. New Jersey, United States : Pearson, 2013, p. 306.

<sup>42</sup> Ibid., p. 193.

<sup>43</sup> TRAJKOVIK, V., MALINOVSKI, T., VASILEVA-STOJANOVSKA, T.: Traditional Games in Elementary School: Relationships of Student's Personality Traits, Motivation and Experience with Learning Outcomes. In *PLOS ONE*, 2018, Vol. 13, No. 8, p. 8. [online]. [2018-11-17]. Available at: <[https://www.researchgate.net/publication/327132159\\_Traditional\\_games\\_in\\_elementary\\_school\\_Relationships\\_of\\_students\\_personality\\_traits\\_motivation\\_and\\_experience\\_with\\_learning\\_outcomes](https://www.researchgate.net/publication/327132159_Traditional_games_in_elementary_school_Relationships_of_students_personality_traits_motivation_and_experience_with_learning_outcomes)>.

over time and through experience.”<sup>44</sup> The international organization suggested that schools and teachers adopt games-based pedagogy, which is to add games into both teaching and learning materials. The advantages of adopting game-based pedagogy include improve the class atmosphere for learning, help children develop skills and concepts relevant to their cognitive (mental or thinking), affective (emotional or feeling for oneself and others) and psychomotor (physical or doing) development.<sup>45</sup>

As reported by UNESCO, „skills developed from playing traditional children’s games are compatible with skills targeted in subjects at the primary school level”<sup>46</sup>, such as language, mathematics, science, strategic thinking, values and ethics, social studies or history, art and health sciences. Through traditional games playing, children can learn cultural knowledge and values, such as local dialect, vocabulary, songs and rhymes.

## 2.4 Theoretical Framework – Social Cognitive Theory and Media Effects

Technology has changed how we live, and the way we consume media is no exception. Developed by Marshall McLuhan, Technological Determinism Theory suggests that „the dominant way of communicating in a society will affect the way social interactions and social organizations develop and evolve.”<sup>47</sup> As media have changed, it also changes the way we think, feel and act, as well as the culture in a society; part of this is the way kids grow up.

Children today are living in a world surrounded by new technology and the internet. With the diffusion of information and communications technology (ICT) within families, children also become part of a digital generation and are exposed to the use of smart phones, tablets and computers on a daily basis. Without proper guidance and teaching in media literacy, children can be easily influenced by powerful media.<sup>48</sup> Children will observe, learn and imitate whatever media messages they receive, including actions and values, as is suggested by Social Cognitive Theory.

Social Cognitive Theory, also called Social Learning Theory, Modelling Theory or Observational Learning Theory, was developed by Canadian psychologist Albert Bandura in the 1960s. This communication theory posits that people learn from one another through observation, imitation, and modelling.<sup>49</sup> According to Bandura, „most human behaviour is learned observationally through modelling: from observing others, one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action.”<sup>50</sup>

To support the theory, Bandura conducted his famous and influential series of experiments known as the Bobo Doll Experiments during the 1960s on observational learning. In the experiments, children were exposed to an adult who either played gently or aggressively with a Bobo doll. The study supports the idea that children learn how to act by watching how the adult model acts.

<sup>44</sup> UNESCO ISLAMABAD. *Traditional Games: Honing Skills and Dexterity*. [online]. [2018-11-17]. Available at: <[http://unesco.org.pk/culture/documents/publications/Teachers\\_Resource\\_Kit/Traditional\\_Games.pdf](http://unesco.org.pk/culture/documents/publications/Teachers_Resource_Kit/Traditional_Games.pdf)>.

<sup>45</sup> UNESCO. *Teacher’s Guide for Incorporating Traditional Children’s Games in the Classroom*. [online]. [2018-11-17]. Available at: <[www.unescobkk.org/fileadmin/user\\_upload/culture/ICHCGLPs/Full\\_Teachers\\_Guide.pdf](http://www.unescobkk.org/fileadmin/user_upload/culture/ICHCGLPs/Full_Teachers_Guide.pdf)>.

<sup>46</sup> Ibid.

<sup>47</sup> ROSENBERRY, J., VICKER, L. A.: *Applied Mass Communication Theory – A Guide for Media Practitioners (Second Edition)*. New York and London : Routledge, 2017, p. 137.

<sup>48</sup> UNICEF CANADA. *Media Literacy for Development & Children’s Rights*. [online]. [2019-02-25]. Available at: <[http://mediasmarts.ca/sites/mediasmarts/files/pdfs/lesson-plan/Lesson\\_Development\\_and\\_Childrens\\_Rights.pdf](http://mediasmarts.ca/sites/mediasmarts/files/pdfs/lesson-plan/Lesson_Development_and_Childrens_Rights.pdf)>.

<sup>49</sup> NABAVI, R. T.: *Bandura’s Social Learning Theory & Social Cognitive Learning Theory*. [online]. [2019-02-25]. Available at: <<https://www.researchgate.net/publication/267750204>>.

<sup>50</sup> *Modelling Theory*. [online]. [2019-02-25]. Available at: <[www.communicationtheory.org/modelling-theory/](http://www.communicationtheory.org/modelling-theory/)>.

This theory is usually applied in the study of media violence on children, however it can be applied in other situations as well when the focus of attention is on children and how they can learn effectively through media. Since media teaches people in three main ways, which are through observation, inhibition and disinhibition,<sup>51</sup> children will be able to gain better understandings of Malaysian traditional children's games if they are given a chance to participate in a games workshop. Children can explore the games themselves and learn how to play those games. They can learn through observing games experts who teach the games, as well as learning from their friends during games interaction. Furthermore, Social Cognitive Theory is also one of the media effects theories which explain how mass media influence the thoughts, attitudes and behaviour of an individual or audience. Traditionally, media effects theories are separated into three types, namely *strong effects* theories, *limited effects* theories and *varying effects* theories. Early media studies, such as the Hypodermic Needle or Magic Bullet Model suggested that mass media is influential, having direct, immediate and powerful effects on those who pay attention. Moving to the second phase, which was the era of „limited effects“, Personal Influence Theory and Two-Step Flow Theory proved that media was not as powerful as previously thought, the effect of media on the audience is limited and people can resist media influence in numerous ways. In the third phase, with the arrival of television in the 1950s and 1960s, researchers believed that this is the return to powerful mass media.<sup>52</sup> However, mass media was seen as having long-term, cumulative effects on individuals instead of immediate and short-term effects. Some of the theories which fall under this type include Agenda Setting Theory, Uses and Gratifications Theory, Social Cognitive Theory and Media System Dependency Theory.

In today's society, with the significant increase of internet users and more and more people are relying on social media to get news and information, there is also the growing influence of social media on people. Online campaigns which run through social media platforms can help to create public awareness in the long term. Audiences can get to know more about certain issues or topics when they are exposed to repeating campaign messages.

### 3. Methodology

In this chapter, the reasons for using a mix of offline and online campaigns to carry out the project will be provided. Additionally, the instruments, participants and procedure for carrying out the project will also be further explained. The following sections are divided into the offline campaign and the online campaign after introducing the project design.

#### 3.1 Project Design

This project aims to reintroduce some of the traditional children's games to children and the general public, especially parents and teachers, so that they will know the values and benefits of playing Malaysian traditional children's games, as well as pass on these valuable cultures and traditions to the younger generation.

The title of this project, „*Jom Main! – The Values of Malaysian Traditional Children's Games*“ reflect the main objective, that is to encourage children and adults to play Malaysian traditional children's games. „*Jom Main!*“ means „Let's Play!“ in the Malay language. The theme is easy to understand and remember, especially for children. By looking at this title, people can immediately relate it to „play“ or „games“ and hopefully, feel happy and motivated to engage in the activities.

<sup>51</sup> ROSENBERRY, J., VICKER, L. A.: *Applied Mass Communication Theory – A Guide for Media Practitioners (Second Edition)*. New York and London : Routledge, 2017, p. 74.

<sup>52</sup> BORAH, P.: Media Effects Theory. In MAZZOLENI, G. (eds.): *The International Encyclopedia of Political Communication*. Donsbach : Wiley-Blackwell, 2015 p. 2. [online]. [2019-02-26]. Available at: <<https://www.researchgate.net/publication/314119579>>.

In this project, a mix of offline and online campaigns were used to explore the knowledge and values of Malaysian traditional children's games, as well as promote Malaysian traditional children's games among the present and younger generation. The offline campaign is a Malaysian traditional children's games workshop designed for a group of children. The games workshop allowed the participants, who were children, to explore Malaysian traditional children's games. The effectiveness of the games workshop was evaluated through observation and a feedback survey. The online campaign used a social media platform to create public awareness on the issues discussed. Specifically, a Facebook fans page was created to share information on Malaysian traditional children's games. The social media metrics were able to provide data and statistics that gave insights into the campaign performance.

### 3.2 Offline Campaign - „Jom Main!“ Malaysian Traditional Children's Games Workshop

The offline campaign was a two-hour workshop on Malaysian traditional children's games specially designed for a group of children. The name of the games workshop was „Jom Main!“ and emphasized learning through play, in which participants (children) received hands on experience to make origami, play with Malaysian traditional children's games, and learn about the evolution of children's toys and games. In this project, Bud's Educare, an educational centre situated in Petaling Jaya, Selangor agreed to send 44 of their students aged between 7 to 9 years to join the games workshop. Bud's Educare also sponsored a location to conduct the games workshop. Apart from Bud's Educare, GohKaki Childhood Museum, a company specializing in traditional children's games preservation and education also agreed to send two of their games experts as instructors to teach the children how to play traditional children's games free of charge. The company also lends out the traditional games' tools for teaching and learning purposes during the workshop, as well as sponsoring the workshop materials for the event.

The duration for „Jom Main!“ workshop was 2 hours. It started with 30 minutes of introduction on the evolution of toys and games in which children were briefed on the differences and types of old toys and modern toys. After this, the games workshop continued with 30 minutes of hands-on DIY sessions, whereby children made their own „Mulut Itik“ (duck's beak) origami, from which they can keep the final artwork as a token of remembrance (souvenir?). Last but not least, GohKaki team shared and taught 5 to 8 games, including *Batu Seremban*, *Congkak*, *Ceper*, *Gasing*, *Coconut Shoes*, *Metal Car*, *Tin Toys* and *Zero Point*. Children were given 45 minutes to engage with these games and play with toys brought by the GohKaki team, such as card games, *Animal Chess*, *Chinese Checkers*, *Tangram* and *Connect Four*. This session helped participants gain a deeper understanding about Malaysian traditional children's games.

At the end of the programme, participants (the children) were required to fill in a survey questionnaire to provide feedback on the games workshop. The survey form consisted of seven questions which helped to evaluate the effectiveness of using a workshop as a communication tool to educate children on Malaysian traditional children's games. The survey questions consisted of close-ended questions, which only required respondents to answer „yes“ or „no“. A list of the questions can be seen on the following page. Workshop survey questions:

1. Have you ever heard about Malaysian traditional children's games before?
2. Have you ever played any Malaysian traditional children's games before?
3. Did this workshop help you better understand Malaysian traditional children's games?
4. Can you name some of the Malaysian traditional children's games after this workshop?
5. Do Malaysian traditional children's games help to exercise your body and brain?
6. Do you learn about team spirit through Malaysian traditional children's games?
7. Would you like to have Malaysian traditional children's games as activity tools in any school subjects?

### 3.2.1 Brief Background of Bud's Educare

Bud's Educare is an educational centre founded by Mr Mak Wai Kean and his wife Ms Chan Yein Ning in 2000. Mr Mak specializes in educational events and organizing activities. He is also a parenting columnist, and the ex-editor of a Chinese newspaper, *Nan Yang Siang Pau* (educational section and student magazines). His wife, Ms Chan graduated from the University of Malaya, majoring in Chinese Literature Studies. She has ventured into the education line for nearly 20 years. The couple established Bud's Educare with the aims to provide care and education to primary school children. Their services include character building programmes, tuition, daycare and holiday programmes. With all the effort and hardwork that has been put in, Bud's Educare has grown from a small educational centre to two branches today. The two branches are located in Taman Megah, Petaling Jaya, and Bandar Utama, Selangor. Currently, both the centres are taking care of more than 200 Malaysian students from different backgrounds. Their ages range between 7 and 12 years old. The centres are assisted by 23 experienced teachers and tutors.<sup>53</sup>

### 3.2.2 Brief Background of GohKaki Childhood Museum

GohKaki Childhood Museum is the first Nan Yang traditional games museum in Malaysia,<sup>54</sup> in which „Nan Yang“ refers to South of China in Mandarin and it is a term familiar to everyone of Chinese ancestry from Southeast Asia. Located in George Town, Penang, GohKaki Childhood Museum was established on 30th August 2015 by Mr. Chang Kim Hua, a 56 year old cultural practitioner, and his daughter Catherine Chang, a 29 years old event planner and traditional games enthusiast. Since 2001, Mr. Chang has been active in promoting Nan Yang traditional games of the 60s and 70s, as well as grooming a young team to join in the effort.<sup>55</sup> Chang's passion has inspired his daughter, Catherine, to join in an effort for toy preservation. According to GohKaki Childhood Museum, its mission is to keep the traditions and pass them down through generations. The company hopes by doing so, the young generation of today will be able to experience different kinds of education, which are back to the basics and culture.<sup>56</sup> Therefore, the Museum aims to promote learning through playing with traditional games; raise public awareness of the need of interaction and education through Malaysia traditional games; provide a memorable experience for all ages of audience; promote Malaysia traditional culture to an international audience; and back to basics - by using nature resources inspired by creativeness and self-exploration.<sup>57</sup>

Currently, GohKaki Childhood Museum has collected more than 100 different types of indoor and outdoor traditional games. These games ranging from the 1950s to present day, which include wooden toys, card games, indoor games, metal toys, natural material games, outdoor games, tin toys, IQ games, board games, fishes and bugs.<sup>58</sup>

<sup>53</sup> BUDS EDUCARE 豆芽苑: Our Story. [online]. [2018-11-20]. Available at: <<https://web.facebook.com/BudsEducareOfficial/>>.

<sup>54</sup> GOHKAKI CHILDHOOD MUSEUM. GohKaki Childhood Museum. [online]. [2018-11-21]. Available at: <<http://www.gohkaki.com/>>.

<sup>55</sup> GEORGE TOWN HERITAGE CELEBRATIONS. Mr. Chang Kim Hua. [online]. [2018-11-21]. Available at: <[https://web.facebook.com/GeorgeTownCelebrations/photos/sepatah-conversation-keynote-speakerssession-2-bukan-main-main-sajamr-chang-kim-h/1127892403950734/?\\_rdc=1&\\_rdr](https://web.facebook.com/GeorgeTownCelebrations/photos/sepatah-conversation-keynote-speakerssession-2-bukan-main-main-sajamr-chang-kim-h/1127892403950734/?_rdc=1&_rdr)>.

<sup>56</sup> GOHKAKI CHILDHOOD MUSEUM. About Us. [online]. [2018-11-21]. Available at: <<http://www.gohkaki.com/about-us.html>>.

<sup>57</sup> Ibid.

<sup>58</sup> GOHKAKI CHILDHOOD MUSEUM. Our Games. [online]. [2018-11-21]. Available at: <<http://www.gohkaki.com/our-games.html>>.

The Museum also conducts education sessions and consultation, entertainment and special events on traditional children's games for schools, companies, organizations, fairs and festivals.<sup>59</sup> Previously, the Museum had participated in Penang Chinese New Year Celebrations, various community cultural activities, as well as in official tourism carnivals.<sup>60</sup> In 2015, the museum also organized „Childhood Main-Main Bishop Street“ in conjunction with National Day celebrations, in which the biggest attraction at the event was the 72 wooden rocking horses, where these horses were sold for RM1000 each to raise funds for orphanages and schools.<sup>61</sup>

GohKaki Childhood Museum also specializes in rare, vintage and hard to find toys, collectible gifts, hands-on toys, self-made wooden toys, traditional toys and tin toys which are valuable for collection.<sup>62</sup>

### 3.3 Online Campaign

Social media has become a popular and important platform for marketing campaigns. In this project, apart from the above-mentioned games workshop, the campaign to promote Malaysian traditional children's games was also carried out on the social media platform Facebook, with the aim to create public awareness about those games. The target audiences for the online campaign were Facebook users from Malaysia. Facebook was chosen as the social media platform for this project because it is a popular channel among Malaysians. The online campaign started on 19th February 2019 until 26th April 2019. To begin the online campaign, a Facebook fans page was created and the name of the page was „Jom Main!“<sup>63</sup> This is to fit the theme of the project. The page is still available today.

At the beginning of the online campaign period, the main focus was setting up the page, such as designing a profile picture and cover photo for the page, adding an introduction and information about „Jom Main!“ campaign, inviting friends to like the page, and preparing content for posting. Throughout the whole online campaign period, the „Jom Main!“ page shared different information about Malaysian traditional children's games, including the history and background of traditional children's games, fun facts about the games, values and benefits of playing the games. Demonstration videos on how to make and play the games, as well as some future events and activities related to Malaysian traditional children's games were also posted. The page shared one post everyday beginning on 19th February 2019. All posts were published in multiple languages, which included English, Chinese and Malay. To help explain the topic, the page used photos, videos, graphics, websites, and YouTube links.

Additionally, the page also used hashtags (#)<sup>64</sup>, tagging (@) and story highlights as its social media strategy. Hashtag is a topic or phrase adding with the number sign, „#“ in front, to help people find posts about topics they're interested in on social media websites.<sup>65</sup> Tagging is

<sup>59</sup> GOHKAKI CHILDHOOD MUSEUM. *What We Do*. [online]. [2018-11-21]. Available at: <<http://www.gohkaki.com/wwwd.html>>.

<sup>60</sup> GEORGE TOWN HERITAGE CELEBRATIONS. *Mr. Chang Kim Hua*. [online]. [2018-11-21]. Available at: <[https://web.facebook.com/GeorgeTownCelebrations/photos/sepatah-conversation-keynote-speakerssession-2-bukan-main-main-sajamr-chang-kim-h/1127892403950734/?\\_rdc=1&\\_rdr](https://web.facebook.com/GeorgeTownCelebrations/photos/sepatah-conversation-keynote-speakerssession-2-bukan-main-main-sajamr-chang-kim-h/1127892403950734/?_rdc=1&_rdr)>.

<sup>61</sup> THEVADASS, L.: *Adults Happily Join Kids to Play Traditional Games*. [online]. [2018-11-21]. Available at: <<https://www.thestar.com.my/metro/community/2015/08/31/back-to-childhood-fun-adults-happily-join-kids-to-play-traditional-games/>>.

<sup>62</sup> GOHKAKI CHILDHOOD MUSEUM. *GohKaki Childhood Museum*. [online]. [2018-11-21]. Available at: <<http://www.gohkaki.com/>>.

<sup>63</sup> JOM MAIN. *About*. [online]. [2019-02-12]. Available at: <<https://web.facebook.com/jommainmain/>>.

<sup>64</sup> The hashtags created for the Page include #JomMain, #PermainanTradisional, #Malaysia, #TraditionalGames, #OldSchool, #ChildhoodMemories, #Nostalgia, #Throwback, #Fun, #Cool, #MomentumMMS, #MomentUs19 and #童玩.

<sup>65</sup> Facebook. *How do I Use Hashtags?* [online]. [2019-02-28]. Available at: <[https://web.facebook.com/help/587836257914341?helpref=faq\\_content&\\_rdc=1&\\_rdr](https://web.facebook.com/help/587836257914341?helpref=faq_content&_rdc=1&_rdr)>.

attaching an „@“ to someone to create a link to their social media profile.<sup>66</sup> Facebook story was used when we wanted to highlight a photo or video with friends or followers.<sup>67</sup> The story was available for 24 hours. The uses of hashtags, tagging and story helped attract new followers and create public awareness on the page's content. Additionally, the page also ran online contests to attract the public's attention and interest. Last but not least, the page also through various channels and sources, invited friends to follow the page.

To track the campaign effectiveness in promoting Malaysian traditional children's games and create public awareness through the online platform, data and statistics received from the page were analysed from time to time, and adjustments would be made to improve the page's performance. All comments and feedbacks received on „Jom Main!“ were observed to provide insights into the project and for further improvement, as well as help to gain better understanding of Malaysian perception and knowledge towards traditional children's games.

Scheduled topics for the first month of the online campaign included the introduction of various Malaysian traditional children's games, such as *Sepak Takraw*, *Wau*, *Gasing*, *Marbles*, *Fighting Fish Game*, *Card Games*, *Tepuk Terup Game*, and *Bamboo Dragonfly*. The background and how to play these games were posted. The page also shared the preparation work of the „Jom Main!“ Malaysian traditional children's games workshop and information about the workshop sponsors from time to time. Once the games workshop was finished, event photos and videos were also shared online. The page published thank you notes to followers and ran a Facebook giveaway contest once the page reached a certain number of fans.

## 4. Results

### 4.1 Project Findings for Offline Campaign („Jom Main!“ Workshop)

This section discusses the data collected from the survey questionnaire distributed to „Jom Main!“ workshop participants. The survey form consisted of seven questions and all questions were close-ended questions, which only required respondents to answer „yes“ or „no“.

#### 4.1.1 Respondents' Demographics

Findings in this section are all related to respondents' demographics such as gender and age. The data was collected from survey questionnaires in which all participants were required to fill in their name and age in the survey form.

Gender	Frequency	Percentage (%)
Male	23	52%
Female	21	48%
<b>Total</b>	<b>44</b>	<b>100,0</b>

**SCHEME 1:** Respondent's gender

Source: own processing, 2019

Scheme 1 shows that of 44 respondents, half of the respondents who answered the questionnaire were male students, reporting 23 of them (52%) while the other half of the respondents were female students, reporting 21 of them (48%).

<sup>66</sup> FACEBOOK. *What is Tagging and How Does it Work?* [online]. [2019-02-28]. Available at: <<https://web.facebook.com/help/124970597582337?helpref=search&sr=3&query=what%20is%20tagging>>.

<sup>67</sup> FACEBOOK. *Stories*. [online]. [2019-02-28]. Available at: <[https://web.facebook.com/help/126560554619115?helpref=hc\\_global\\_nav&\\_rdr=1&\\_rdr](https://web.facebook.com/help/126560554619115?helpref=hc_global_nav&_rdr=1&_rdr)>.

Age (years old)	Frequency	Percentage (%)
7	1	2%
8	37	84%
9	6	14%
<b>Total</b>	<b>44</b>	<b>100,0</b>

**SCHEME 2:** Respondent's age

Source: own processing, 2019

According to Scheme 2, a majority of the respondents were 8 years old, recorded 37 of them (84%). This was followed by 6 respondents (14%) at the age of 9 years old. There was only 1 respondent (2%) at the age of 7 years old.

#### 4.1.2 Respondents' Knowledge on Malaysian Traditional Children's Games

The findings in this section were related to the students' knowledge and understanding level of Malaysian traditional children's games before and after joining the „Jom Main!“ workshop, such as have they ever heard about and played any Malaysian traditional children's games before joining the workshop? Did the games workshop help participants gain a better understanding of Malaysian traditional children's games? Were they able to name some of the games after participating in the workshop?

Question: Have you ever heard about Malaysian traditional children's games before?	Frequency	Percentage (%)
Yes	33	75%
No	11	25%
<b>Total</b>	<b>44</b>	<b>100,0</b>

**SCHEME 3:** Respondents' knowledge on Malaysian traditional children's games before joining „Jom Main!“ workshop

Source: own processing, 2019

Scheme 3 revealed that a majority of the respondents had heard about Malaysian traditional children's games before participating in the „Jom Main!“ workshop, reporting 33 of them (75%) while the rest of the respondents had never heard about Malaysian traditional children's games, reporting 11 of them (25%).

Question: Have you ever played any Malaysian traditional children's games before?	Frequency	Percentage (%)
Yes	29	66%
No	15	34%
<b>Total</b>	<b>44</b>	<b>100,0</b>

**SCHEME 4:** Respondents' interaction with Malaysian traditional children's games before joining „Jom Main!“ workshop

Source: own processing, 2019

According to Scheme 4, more than half of the respondents had played Malaysian traditional children's games before, recorded 29 of them (66%) while 15 of them (34%) had never played any Malaysian traditional children's games.

Question: Did this workshop help you better understand Malaysian traditional children's games?	Frequency	Percentage (%)
Yes	40	91%
No	4	9%
<b>Total</b>	<b>44</b>	<b>100,0</b>

**SCHEME 5:** Respondents' understanding level on Malaysian traditional children's games after joining "Jom Main!" workshop

Source: own processing, 2019

Scheme 5 shows a majority of the respondents agreed that „Jom Main!“ workshop helped them gain better understanding of Malaysian traditional children's games, reporting 40 of them (91 %) while 9 of them (9%) do not think that the games workshop help them better understand Malaysian traditional children's games.

Question: Can you name some of the Malaysian traditional children's games after this workshop?	Frequency	Percentage (%)
Yes	27	61%
No	17	39%
<b>Total</b>	<b>44</b>	<b>100,0</b>

**SCHEME 6:** Respondents' knowledge on Malaysian traditional children's games after joining "Jom Main!" workshop

Source: own processing, 2019

According to Scheme 6, 27 of the respondents (61%) were able to name some of the Malaysian traditional children's games after participating in the games workshop, while 17 of them (39%) couldn't name some of the Malaysian traditional children's games even though they participated in the workshop.

#### 4.1.3 Values Learned through Malaysian Traditional Children's Games

The findings in this section were related to the values and benefits gained from playing Malaysian traditional children's games, such as improving physical health, thinking skills, interpersonal and social skills, as well as building team spirit.

Question: Do Malaysian traditional children's games help train your body and brain?	Frequency	Percentage (%)
Yes	42	95%
No	2	5%
<b>Total</b>	<b>44</b>	<b>100,0</b>

**SCHEME 7:** Benefits of Malaysian traditional children's games to body and brain

Source: own processing, 2019

Scheme 7 showed that most of the respondents *do* think Malaysian traditional children's games help train their body and brain, reporting 42 of them (95%) while only 2 of them (5%) do not think the games help to train their body and brain.

Question: Did you learn about team spirit through Malaysian traditional children's games?	Frequency	Percentage (%)
Yes	36	82%
No	8	18%
<b>Total</b>	<b>44</b>	<b>100,0</b>

**SCHEME 8:** *The role of Malaysian traditional children's games in building team spirit*

Source: own processing, 2019

According to Scheme 8, 36 of the respondents (82%) learned about team spirit through Malaysian traditional children's games, while 8 of them (18%) did not think that they learned about team spirit through playing Malaysian traditional children's games.

#### 4.1.4 Malaysian Traditional Children's Games in Teaching Practices

The findings in this section are related to the role of Malaysian traditional children's games in teaching practices, particularly incorporating games into school subjects as activity tools.

Question: Would you like to have Malaysian traditional children's games as activity tool in any school subjects?	Frequency	Percentage (%)
Yes	41	93%
No	3	7%
<b>Total</b>	<b>44</b>	<b>100,0</b>

**SCHEME 9:** *The role of Malaysian traditional children's games in teaching practices*

Source: own processing, 2019

Scheme 9 revealed that most of the respondents would like to have Malaysian traditional children's games as an activity tool in any school subjects, recorded 41 of them (93%) while only 3 respondents (7%) disagree with the suggestion.

#### 4.1.5 Summary of the Findings from Offline Campaign

The data obtained from 44 respondents was analysed and shown in the tables above. A majority of the respondents revealed that they gained more knowledge of Malaysia traditional children's games after participating in the workshop. This included, getting to know the evolution of toys and games, how to differentiate traditional toys and modern toys, and discovering the names of some Malaysian traditional children's games.

The result also shows that most of the participants do think that Malaysian traditional children's games improve their physical health, mental skills and social skills after they were given the chance to explore and play various traditional games. Participants were required to move their hands, legs, and body when they played with games such as *Zero Point*, *Coconut Shoes*, *Batu Seremban*, *Ceper* and *Gasing*. They also learned to use their brain and stayed focussed when playing with games like *Congkak*, *Animal Chess*, *Chinese Checkers*, *Tangram*, *Connect Four* and *Card Games*. Participants also learned to work with team members and communicate when they played in a group.

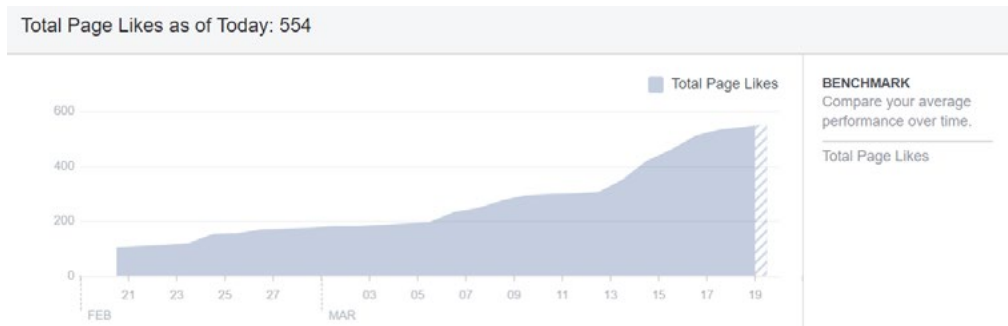
The findings also revealed that participants wish to include Malaysian traditional children's games in school subjects as a majority of the participants responded in the survey questionnaire that they agreed to use traditional toys and games as an educational or learning tool in school subjects.

## 4.2 Project Findings for Online Campaign („Jom Main!“ Facebook Page)

This section discusses the data and statistics collected from the „Jom Main!“ Facebook page during the first month of the online campaign period, which was from 19th February 2019 until 19th March 2019. The data collected includes the total number of likes and followers for the „Jom Main!“ page, demographic data about the people who like the page, the reach and engagement for each post during the first month of the online campaign period.

### 4.2.1 Fans and Followers Demographics

The findings in this section are related to the demographic data about the people who like the „Jom Main!“ page based on the age and gender information they provided in their user profiles. The number was an estimate as at 19th March 2019.



**FIGURE 1:** Total number of fans on „Jom Main!“ page

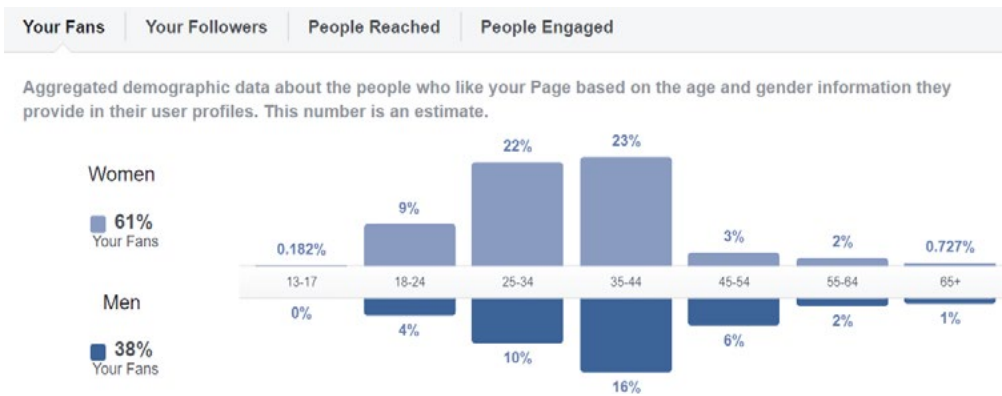
Source: FACEBOOK. People. [online]. [2019-03-19]. Available at: <<https://web.facebook.com/jommainmain/insights/?section=navPeople>>.



**FIGURE 2:** Total number of followers on „Jom Main!“ page

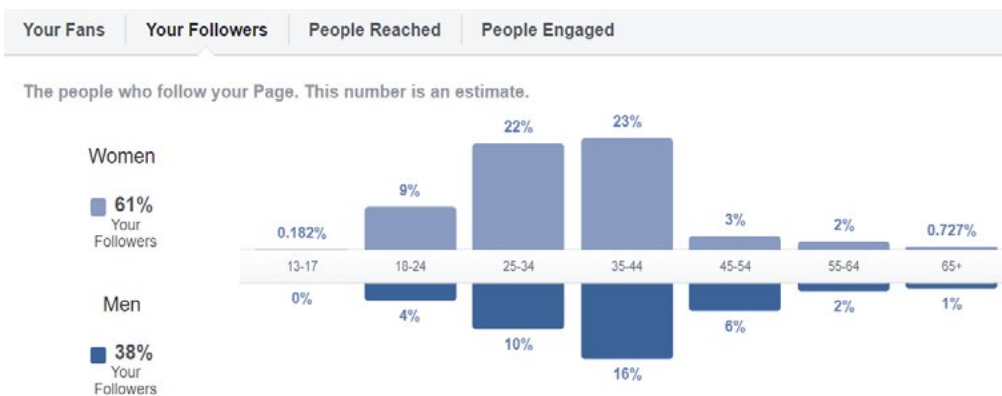
Source: FACEBOOK. People. [online]. [2019-03-19]. Available at: <<https://web.facebook.com/jommainmain/insights/?section=navPeople>>.

Figures 1 and 2 indicated that as at 19th March 2019, the total number of fans and followers on the „Jom Main!“ page were 554 and 552 respectively. The page was created on 12th February 2019 and published to the public on 19th February 2019. According to the insights provided by Facebook, in the first four weeks of the online campaign period „Jom Main!“ managed to invite and attract more than 500 people to like and follow the page, and this translates to an increase of 138 fans per week.



**FIGURE 3:** Demographic data about fans based on age and gender

Source: FACEBOOK. People. [online]. [2019-03-19]. Available at: <<https://web.facebook.com/jommainmain/insights/?section=navPeople>>.



**FIGURE 4:** Demographic data about followers based on age and gender

Source: FACEBOOK. People. [online]. [2019-03-19]. Available at: <<https://web.facebook.com/jommainmain/insights/?section=navPeople>>.

According to Figure 3, which is a screenshot from Facebook, a majority of the fans of the page are women, recorded 61% of the total fans, while 38% of the fans are men. The same goes to followers, based on Figure 4, a majority of them are women, recorded 61% of the total followers, while 38% of the followers are men. In terms of the age of fans and followers, most of the women fall under the age range of 35-44 years, reporting 23%, followed by age 25-34 years, which recorded 22%, and age 18-24 years (9%). While for men, most of the fans and followers are between the age range of 35-44 years, reporting 16%, followed by age 25-34 years (10%) and age 45-54 years (6%).

Country	Your Fans	City	Your Fans	Language	Your Fans
Malaysia	443	Kuala Lumpur, Malaysia	224	English (US)	212
Singapore	29	Penang Island, Penang...	36	English (UK)	145
Australia	10	Singapore, Central Re...	29	Simplified Chinese (Chi...	124
Hong Kong	10	Johor Bahru, Johor, Ma...	27	Traditional Chinese (Ta...	32
China	5	Klang, Selangor, Malay...	20	Malay	11
United Kingdom	5	Petaling Jaya, Selango...	20	Traditional Chinese (H...	11
Philippines	5	Hong Kong, Hong Kong	10	French (France)	4
India	4	Ipoh, Perak, Malaysia	8	German	2
Japan	4	Puchong, Selangor, Ma...	8	Dutch	2
Taiwan	4	Seremban, Negeri Se...	7	Arabic	1
See More					

**FIGURE 5** Demographic data about fans based on country, city and language

Source: FACEBOOK. People. [online]. [2019-03-19]. Available at: <<https://web.facebook.com/jommainmain/insights/?section=navPeople>>.

Country	Your Followers	City	Your Followers	Language	Your Followers
Malaysia	443	Kuala Lumpur, Malaysia	224	English (US)	212
Singapore	29	Penang Island, Penang...	36	English (UK)	146
Australia	10	Singapore, Central Re...	29	Simplified Chinese (Chi...	123
Hong Kong	10	Johor Bahru, Johor, Ma...	27	Traditional Chinese (Ta...	32
China	5	Klang, Selangor, Malay...	20	Malay	11
United Kingdom	5	Petaling Jaya, Selango...	20	Traditional Chinese (H...	11
Philippines	5	Hong Kong, Hong Kong	10	French (France)	4
India	4	Ipoh, Perak, Malaysia	8	German	2
Japan	4	Puchong, Selangor, Ma...	8	Dutch	2
Taiwan	4	Seremban, Negeri Se...	7	Arabic	1
See More					

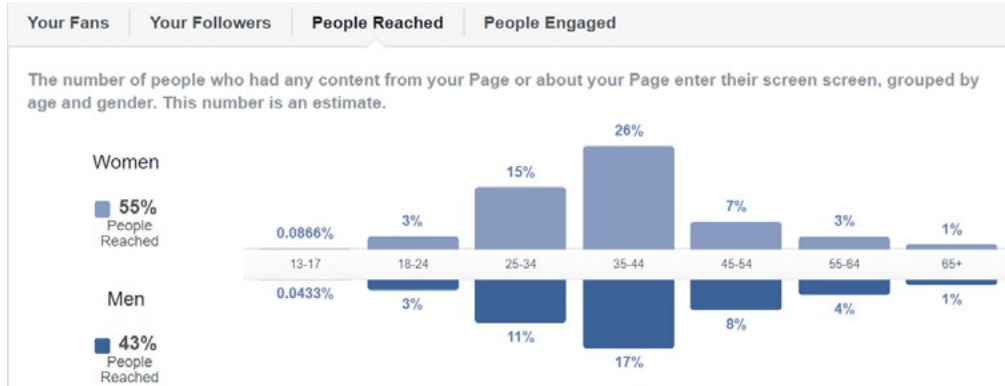
**FIGURE 6** Demographic data about followers based on country, city and language

Source: FACEBOOK. People. [online]. [2019-03-19]. Available at: <<https://web.facebook.com/jommainmain/insights/?section=navPeople>>.

Based on the insights provided by Facebook, Figures 5 and 6 showed that with respect to the location and language of the page's fans and followers, most of them are from Malaysia, recorded 443 (80%) of the total, followed by Singapore (29), Australia (10) and Hong Kong (10). Among these Malaysian fans and followers, the majority are staying in Kuala Lumpur, reporting 224 (40%) of the total, followed by Pulau Pinang (36) and Singapore (29). The major language used by the page's fans and followers is English (64%), followed by Chinese (30%) and Malay (2%).

#### 4.2.2 Reach and Engagement from the Use of Online Campaign

The findings in this section are related to the number of people who had reacted to the „Jom Main!“ page or posts, such as likes, comments, shares or clicks, discussing the page, or any content from the „Jom Main!“ page. The following graph shows age, gender, country, city and language. These numbers were an estimate as at 19th March 2019.



**FIGURE 7:** People reached by age and gender

Source: FACEBOOK. People. [online]. [2019-03-19]. Available at: <<https://web.facebook.com/jommainmain/insights/?section=navPeople>>.

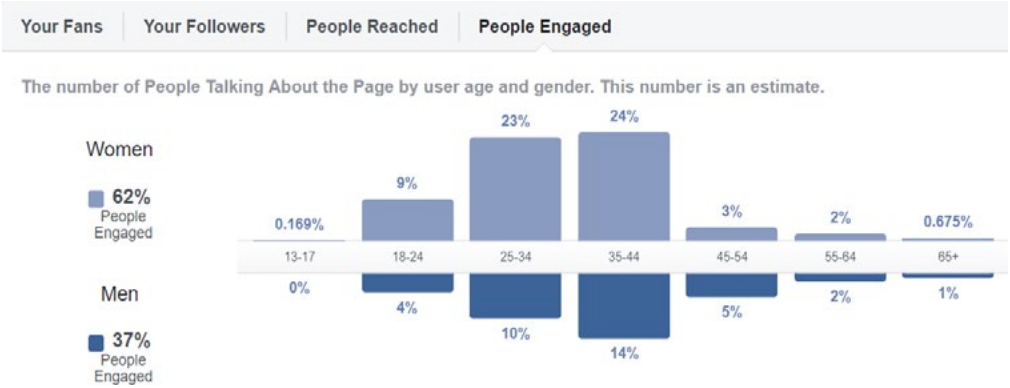
Figure 7 indicated that a majority of the people who saw the „Jom Main!“ page and its content were women, reporting 55% of the total, while the other 43% were men. Most of these people are fall under the group of 35-44 years old category, which recorded 26% for women and 17% for men. This is followed by the group of 25-34 years old, in which women recorded 15% of the respondents and men reporting 11%. For the group of 45-54 years old, 7% were women and 8% were men.

Country	People Reached	City	People Reached	Language	People Reached
Malaysia	2,033	Kuala Lumpur, Malaysia	970	English (US)	1,086
Singapore	144	Penang Island, Penang...	269	English (UK)	526
Philippines	19	Petaling Jaya, Selango...	182	Simplified Chinese (Chi...	510
Australia	17	Singapore, Central Re...	144	Traditional Chinese (Ta...	95
Hong Kong	13	Kuantan, Pahang, Mal...	73	Malay	45
Taiwan	13	Klang, Selangor, Malay...	58	Traditional Chinese (H...	29
United Kingdom	10	Johor Bahru, Johor, Ma...	52	Indonesian	3
United States of America	9	Puchong, Selangor, Ma...	40	Japanese	3
China	7	Shah Alam, Selangor, ...	33	Vietnamese	3
Japan	7	Ipoh, Perak, Malaysia	32	Arabic	2
See More					

**FIGURE 8:** People reached by country, city and language

Source: FACEBOOK. People. [online]. [2019-03-19]. Available at: <<https://web.facebook.com/jommainmain/insights/?section=navPeople>>.

In terms of people reached by country, Figure 8 showed that a majority of people who saw the „Jom Main!“ page and its content were from Malaysia (recorded 2033), followed by Singapore (144) and Philippines (19). The Figure also indicated that, most people who saw the page’s content were staying in Kuala Lumpur (reporting 970), followed by Pulau Pinang (269) and Petaling Jaya, Selangor (182). Among these people, a majority used English as their main language (recorded 1612), followed by Chinese (634) and Malay (45).



**FIGURE 9:** People engaged by age and gender

Source: FACEBOOK. People. [online]. [2019-03-19]. Available at: <<https://web.facebook.com/jommainmain/insights/?section=navPeople>>.

Figure 9 indicated that a majority of the people who talked about the page, react, comment, shared and clicked the post, were women (reporting 62% of the total), while the other 37% were men. Most of the women who engaged with the page and posts were between the age 35-44 years (recorded 24%), followed by 25-34 years (23%) and 18-24 years (9%). Most of the men who engaged with the page and posts were between the age of 35-44 (recorded 14%), followed by 25-34 years (10%) and 45-54 years (5%).

Country	People Engag...	City	People Engag...	Language	People Engag...
Malaysia	471	Kuala Lumpur, Malaysia	243	English (UK)	251
Singapore	31	Penang Island, Penang...	37	English (US)	183
Hong Kong	10	Singapore, Central Re...	31	Simplified Chinese (Chi...	121
Australia	10	Johor Bahru, Johor, Ma...	27	Traditional Chinese (Ta...	25
Philippines	7	Petaling Jaya, Selango...	23	Traditional Chinese (H...	10
United Kingdom	5	Klang, Selangor, Malay...	20	Malay	9
India	5	Hong Kong, Hong Kong	10	French (France)	4
China	5	Ipoh, Perak, Malaysia	9	German	2
Japan	4	Shah Alam, Selangor, ...	8	Dutch	2
Taiwan	3	Puchong, Selangor, Ma...	7	Italian	1
See More					

**FIGURE 10:** People reached by country, city and language

Source: FACEBOOK. People. [online]. [2019-03-19]. Available at: <<https://web.facebook.com/jommainmain/insights/?section=navPeople>>.

Figure 10 showed that a majority of the people who engaged with the „Jom Main!“ page are from Malaysia (recorded 471), followed by Singapore (31) and Hong Kong (10). Most of these people stayed in Kuala Lumpur (reporting 243), followed by Pulau Pinang (37) and Singapore (31). People who engaged with the page and its posts mainly used English (434), followed by Chinese (156) and Malay (9). In the first month of the online campaign, there were a total number of 29 posts published. The content included introduction of *Sepak Takraw*, *Wau*, *Gasing*, *Marbles*, *Fighting Fish Game*, *Card Games*, *Tepuk Terup Game*, *Bamboo Dragonfly*, „Jom Main!“ Malaysian traditional children’s games workshop, and Facebook giveaway contest. The published topics for the „Jom Main!“ Facebook page from 19 February to 19th March 2019 in brief are as follows:

Date	Topic	Type
19-2-2019	Various Malaysian traditional children’s games	YouTube link
20-2-2019	Sepak Takraw as Malaysian national game	Photo
21-2-2019	Traditional games used as Bank Negara coins design	Video
22-2-2019	Preparation on „Jom Main!“ workshop	Photo
23-2-2019	Traditional games and activities for weekend	Website link
24-2-2019	Kite Flying – Introduction	Video
25-2-2019	Wau - Introduction (1)	Photo
26-2-2019	Wau - Introduction (2)	Photo
27-2-2019	Kite Festival in Pasir Gudang	Website link
28-2-2019	Marbles – Introduction	Photo
1-3-2019	Thank you note to „Jom Main!“ workshop sponsors	Photos
2-3-2019	Recap on „Jom Main!“ workshop (1): Various games	Photo album
3-3-2019	Recap on „Jom Main!“ workshop (2): Briefing session	Photo album
4-3-2019	Recap on „Jom Main!“ workshop (3): Origami session	Photo album
5-3-2019	Recap on „Jom Main!“ workshop (4): Games interaction	Photo album
6-3-2019	Coconut Shoes Race – Introduction	Video
7-3-2019	Tin Toys and Games – Introduction	Video
8-3-2019	Introduction to GohKaki Childhood Museum	Website link
9-3-2019	Mickey Mouse and traditional games crossover	Video
10-3-2019	Fighting Fish Game – Introduction	Video
11-3-2019	Gasing – Introduction	Photo
12-3-2019	How to play Gasing	YouTube link
13-3-2019	Card Games – Introduction	Video
14-3-2019	Bamboo Dragonfly – Introduction	Photo
15-3-2019	Thank you note to followers	Graphic
16-3-2019	Tepuk Terup Game – Introduction	Video
17-3-2019	„Jom Main!“ page round 1 giveaway	Graphic
18-3-2019	Sepak Takraw – Introduction	Photo
19-3-2019	How to play Sepak Takraw	YouTube link

**SCHEME 10:** „Jom Main!“ Facebook posts from 19 February to 19 March 2019

Source: own processing>.

In terms of posts reached, out of the total 29 posts published in the first month, as at 19th March 2019, there was 1 post that achieved more than 600 reached, 2 posts above 500 reached, 1 post above 400 reached, 8 posts above 300 reached, 6 posts above 200 reached, 8 posts above 100 reached and 3 posts below 100 reached.

Reach	Number of posts
600 – 699	1
500 – 599	2
400 – 499	1
300 – 399	8
200 – 299	6
100 – 199	8
0 – 99	3
<b>Total</b>	<b>29</b>

**SCHEME 11:** *Numbers of posts and reached achieved*

Source: own processing, data extracted from FACEBOOK. People. [online]. [2019-03-19]. Available at: <<https://web.facebook.com/jommainmain/insights/?section=navPeople>>.

Based on Scheme 11, it is clearly shown that most of the posts reached are in between 100 to 400, in which reporting 76% of the total posts. While for post engagement, during the first four weeks of the campaign period, as at 19th March 2019, out of the total of 29 posts, there is 1 post with more than 250 engagement, 4 posts with more than 100 engagement, 12 posts with more than 50 engagement, and 12 posts with less than 50 engagement.

Engagements	Number of posts
250 – 299	1
200 – 249	0
150 – 199	0
100 – 149	4
50 – 99	12
0 – 49	12
<b>Total</b>	<b>29</b>

**SCHEME 12:** *Numbers of posts and engagements*

Source: own processing, data extracted from FACEBOOK. People. [online]. [2019-03-19]. Available at: <<https://web.facebook.com/jommainmain/insights/?section=navPeople>>.

According to Scheme 12, most of the posts have achieved 0 - 100 engagements, recorded 83% of the total. Scheme 13 showed the top 5 posts from 19th February 2019 to 19th March 2019 with the most total reached and engagement as at 19th March 2019.

Published	Post Content	Type	Reach	Engagement
1-3-2019	„Jom Main!“ Malaysian traditional children’s games workshop	Photo	645	259
28-2-2019	Marbles	Photo	526	91
17-3-2019	„Jom Main!“ page round 1 giveaway contest	Photo	520	120
24-2-2019	Kite Flying	Video	438	121
6-3-2019	Tepuk Terup Game	Video	397	90

**SCHEME 12:** *Top 5 posts from 19 February to 19 March 2019*

Source: own processing, data extracted from FACEBOOK. People. [online]. [2019-03-19]. Available at: <<https://web.facebook.com/jommainmain/insights/?section=navPeople>>.

### 4.2.3 Summary of the Findings from Online Campaign

The data and statistics collected from the „*Jom Main!*“ Facebook page between 19th February 2019 and 19th March 2019, showed positive progress. The number of fans and followers for the page steadily increased since it was first published on 19th February 2019. According to the figures provided by Facebook, at least 100 new followers joined the page's community every week. The page also managed to reach its targeted audience as the data showed that more than 80% of the total fans and followers are Malaysian. These people are staying in urban areas such as Kuala Lumpur, Pulau Pinang and Johor Bahru.

In terms of posts reach and engagement, the data also revealed that about half of the women and men saw the page's content, however, most of the people who reacted to the page, such as liked, shared and comment on the posts were women. The data also indicated that people who are actively engaged with the page were mostly young adults and those in the middle-aged group from 25 to 44 years old.

The result showed that out of the 29 posts published from 19th February to 19th March 2019, nearly 90% of the posts performed well, in which they got more than 100 reached. About 10% of the posts were out-performing and got more than 500 reached. This means the content not only reached out to followers, but also non-followers on Facebook.

The study also found that most of the posts recorded engagement with followers. The followers reacted to the posts published, such as liked, shared and commented on the posts. The most engaging post during the one-month period was the sharing on the „*Jom Main!*“ Malaysian traditional children's games workshop. This is followed by posts on the Marbles, giveaway contest, Kite Flying and *Tepuk Terup* Game. Followers also responded to topics on *Coconut Shoes Race*, *Gasing*, *Card Games*, *Bamboo Dragonfly* and *Sepak Takraw*.

## 5. Discussion and Conclusion

Malaysian traditional children's games have been around for generations. There is plenty of research about the values and benefits of playing traditional children's games, but there is very little research about how we can effectively preserve, promote and relive Malaysian traditional children's games and pass them on to the next generation. Hence, this project is vital to provide beneficial insights on the effectiveness of using a campaign as a media communication tool to educate and share knowledge on Malaysian traditional children's games to children and the general public. The primary goal of this project is to reintroduce Malaysian traditional children's games to the public, especially children, parents and educators using a campaign method, so that they can gain a better understanding about the games and their values. In this project, there were two research objectives. Research objective one was to educate children on traditional children's games so that this unique heritage can be passed on to the younger generation. Research objective two was to highlight the significance of traditional children's games in reference to cultural preservation, child's growth and development, as well as education. To address these objectives, a mix of offline and online campaign strategies were carried out through a games workshop and a Facebook fans page. Both research objectives were achieved. The results from both games workshop and Facebook page confirm that a social campaign is an effective tool for promoting Malaysian traditional children's games among the public and children.

The research on the „*Jom Main!*“ Malaysian traditional children's games workshop discusses the values of Malaysian traditional children's games from a children's perspective. The games workshop has allowed the researcher to gain insights from the participants. The data collected from the survey showed that participants benefited from the games workshop, such as getting to know more about Malaysian traditional children's games, learning how to play the games and experience the benefits brought by traditional children's games.

Apart from the quantitative data obtained through a survey, the researcher also conducted observations on the responses and body language of the participants. Participants were seen happily participating in every session of the two-hour games workshop. They paid attention to the briefing on the evolution of toys, and expressed strong interest when games experts looked for games demo volunteers. In the hands-on session, participants were also able to follow instructions on how to make origami and did not hesitate to ask questions if they needed further assistances. During the games' interaction session, participants were seen actively playing and engaged in different types of traditional children's games. At the end of the games workshop, students also expressed their wish to have more learning through playing sessions like these in the future.

The overall result gained from the „*Jom Main!*“ workshop supported the belief that Malaysian traditional children's games are effective educational tools for learning and motivating. The understanding of students' perceptions on using such games as an educational tool provided ideas for educators to incorporate traditional children's games in classroom teaching and learning in the future. The research on the games workshop also indicated that a social campaign is helpful and productive in delivering messages to its target audience and meeting its objectives. Children learned how to play the games by imitating how the games experts played the games. They watched what their friends did during the games interaction session and took them as a model. The result was similar to those proved in the Social Cognitive Theory.

In terms of the online campaign, the research findings from the „*Jom Main!*“ Facebook page were also beneficial for researchers, campaigners, cultural and arts workers in designing their research and communication methods. Based on the findings, the data and statistics collected from the „*Jom Main!*“ Facebook page between 19th February 2019 and 19th March 2019 showed that the online campaign progressed smoothly and effectively in creating public awareness of Malaysian traditional children's games. The page managed to reach its target audience and the number of fans and followers grew steadily. Moreover, when the page's followers were exposed to repeating campaign messages, they also responded and reacted to the message delivered. The result showed that an online campaign brought impact and influence to the audience in the long run, as suggested by the Social Cognitive Theory and media effects theories.

The results from the online campaign also revealed several practical implications. Unlike other media channels, such as newspapers, magazines, radio and television which require the campaigners or marketers to pay for any media placement, social media such as Facebook is a low or no cost platform for those who are working on a tight or no budget. With Facebook, users can reach out to a wider audience or target a specific group of people who are interested in certain topics or issues based on location, age, gender, interests and more. Facebook is easy to use, and it also gives flexibility in terms of the number of postings, time to publish the posts, and the creativity in using photos, videos, graphics, texts and links as content. Additionally, whatever is published by the page admin on Facebook, it is forever on the page unless the page admin removes it. This allowed all the campaign messages to stay online for a longer period of time, so that the users and public can visit the page anytime and retrieve the content.

The purpose of this project was to promote Malaysian traditional children's games to children and the public so that they can gain values and benefits from playing Malaysian traditional children's games. It is undeniable that children nowadays are mostly surrounded by modern games. Malaysian traditional children's games can be used as an alternative, effective tool for learning and teaching. The research objectives for this project were achieved. Through the use of a games workshop and Facebook campaign, the results from both findings revealed that a social campaign is one of the most appropriate mediums to pass on the knowledge of traditional children's games to the present and younger generation.

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